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ABSTRACT

This monograph is a summary of the ideas and thoughts from participants in a conference that honored and recognized the accomplishments of outstanding teachers and principals in each of the 50 states, the District of Columbia, American Samoa, and Puerto Rico. The primary focus of the conference was to highlight the importance of classroom teachers and school building administration in achieving high-quality education for all students. Synoposes are provided of the following papers: (1) "State of Education" (Denis P. Doyle); (2) "Social, Economic, and Demographic Trends" (Harold Hodgkinson); (3) "Restructuring the Teaching Profession" (Linda Darling-Hammond); (4) "Education and the Press" (Gene Maeroff and others); (5) "Business and the Schools" (Denis Doyle and others); and (6) "Assessing Reform: Where Are We Now? Where Are We Going?" (William Bennett). A profile of the characteristics and background of the honored educators is also presented. (CB)

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IN HONOR OF EXCELLENCE

Symposium for Outstanding Teachers and Principals

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In Honor of Excellence

Burger King Corporation/NASSP/CCSSO Symposium for Outstanding Teachers and Principals

Captiva Island, Florida
November, 1985

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Foreword

Burger King Corporation's sponsoring of the annual "In Honor of Excellence" national conference reaffirms our commitment to excellence in American education and our belief that the future of our nation is dependent to a great extent upon the quality of its teachers and principals. The conference serves as an opportunity not only to recognize the accomplishments of our nation's outstanding educators, but is also a unique opportunity to be challenged intellectually, to be motivated and inspired, and to exchange ideas and experiences with other teachers and principals.

This monograph is a summary of the ideas and thoughts from the speakers, teachers and principals who participated in the conference. We hope that this written record will serve as a source to educators and scholars for serious discussion and consideration of today's critical educational issues.

J. Jeffrey Campbell
Chairman & CEO
Burger King Corporation

Foreword

Most learning takes place in schools, and the persons most responsible for this learning are teachers and principals. Ironically, few opportunities exist for recognition of these educators who work week by week to develop the human resources so critical to the future of our nation.

The National Association of Secondary School Principals salutes the Burger King Corporation for founding the "In Honor of Excellence" program to honor outstanding teachers and principals. The program salutes the best of our educational practitioners and provides at the same time an opportunity for their continued professional growth. No better investment could be made for the growth of schools, and thus for the strength of the United States.

This monograph identifies the honored participants and summarizes the professional messages and activities of the conference. It is, therefore, a document of celebration as well as an index of current issues and trends in education.

The NASSP wishes to express a particular note of appreciation to the Chairman & CEO of Burger King Corporation, J. Jeffrey Campbell, and to the Director of Corporate Affairs, Dr. Barbara Gothard, for their leadership in developing this splendid program.

Scott D. Thomson
Executive Director
National Association of Secondary School Principals

IN HONOR OF EXCELLENCE

A Program to Honor Principals and Teachers of Excellence

South Seas Plantation, Captiva Island, Florida

November 21-25, 1985

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INTRODUCTION

Recognizing Outstanding Practitioners

A Symposium for Outstanding Principals and Teachers representing the 50 states, the District of Columbia, American Samoa and Puerto Rico, was held on Captiva Island, Florida in November, 1985. Hosted by Burger King Corporation, the National Association of Secondary School Principals, and the Council of Chief State School Officers, the primary focus of this second annual symposium for outstanding educators was to highlight the importance of the classroom teacher and school building administrator in achieving quality education for all children.

While research in education provides a foundation for improvement, and public policy can encourage and support improvement, the symposium sponsors maintain that it is the practitioner who makes it happen. As a corporation dependent upon quality and service, Burger King Corporation is keenly aware of the important role played by individuals in any organization. Similarly, the NAASP and CCSSO are devoted to the support and development of educational leaders. The sponsoring organizations each recognize the centrality of outstanding practitioners to achieving quality outcomes.

Involving Practitioners

In addition to recognizing the important roles played by teachers and principals, the symposium also served to involve these outstanding educators in the reform process. As Michael Timpane, President of Teachers College, Columbia University, pointed out in his talk to the participants, the Education Excellence Movement has advanced in stages and now needs their involvement.

The first stage was the period of reform proposals and studies. Reports such as *A Nation at Risk* called for major changes in the public schools and studies such as John Goodlad's *A Place Called School* or Ernest Boyer's *High School* gave a detailed picture of schools and made recommendations for their improvement. The years following these reform proposals and studies have been the years of legislative response, the second stage. Some 280 state commissions or task forces have been busy forging new statutes and legislation for education. Forty-one states have increased academic requirements for a high school diploma, 24 have increased teachers' salaries and 30 states have adopted competency tests for new teachers and, in some cases, practicing teachers.

Business, concerned about the relationship between quality education and economic growth, has also played an important leadership role in the reform movement at this stage through participation that has shifted from involvement at the local level to involvement at the state and national levels. Both the California Business Roundtable and the Minnesota Business Partnership have played significant roles in initiating major state education reform efforts. At the national level the Committee for Economic Development, an organization of CEOs and university presidents, completed a major study of the public schools. In a policy statement issued in September, 1985, this Committee called for major reform in curriculum, early childhood education, the structure of the schools and the professionalization of teaching.

According to Mr. Timpane, educational reform has now reached the third stage, the implementation phase which in many ways is the most difficult because it involves change—changing conditions, changing behaviors, and changing attitudes and perceptions. This stage most directly involves practitioners and there has been little ground work for their participation. Some of the proposals and more importantly some of the legislative responses ignore the role to be played by practitioners in defining and implementing reform. They reinforce the perception that reform comes from the top down. The Committee for Economic Development, one notable exception, has taken a lesson from the current literature on excellence in business and recommended that education reformers recognize that a bottom-up strategy is what is needed for effective change to take place. Since much of any reform agenda will have to be implemented by school-based practitioners, teachers and principals should be involved in the reform process. This involvement is essential, for the practitioner is at the heart of the education process. Board policy, building regulations, conditions at work, organization of schools must all support the practicing professional. The teachers' and administrators' views on how that happens are critical to success.

Precedents for Involvement

Few of the reform reports on education have involved the participation of teachers and/or principals except as representatives on commissions or task forces. None really attempted the systematic involvement of practitioners in any ongoing dialogues or discussions of education issues.

There are some notable exceptions — attempts to gather the views and insights of practicing educators. These include programs and projects that have involved teachers and principals in affecting policies and practices at the local level, and one program that has established ongoing dialogues between state level policy makers and school-based practitioners. These activities described below provide the context for the Captiva Symposium.

Carnegie Task Force on the Teaching Profession

Some of the reports, particularly the recent Carnegie Task Force on the Teaching Profession, point directly toward the need to change practitioner roles in the direction of greater responsibility and involvement in instructional decision-making in order to effectively improve the quality of teaching and learning. It also noted that a revolution in school management and organization would be required if this were to happen.

Metropolitan Life Insurance Company Survey of the American Teacher

Through its annual Survey of the American Teacher, initiated in 1984, the Met Life Company has provided a window on teachers' views on a number of policy issues, school practices, and reform. The 1984 Survey of the American Teacher revealed that teachers feel they have largely been left out of the process and want to be heard. The 1985 survey showed the teachers' concern for professionalization and a supportive environment. In 1985, Met Life conducted a separate survey among former teachers, i.e., those who have left teaching, to determine what factors they attributed to their decision to leave the profession

and what in fact might bring them back, if anything. Analysis of the results revealed that 60% of the former teachers left because of inadequate salaries while 36% cited poor working conditions, i.e., too much paperwork, too many nonteaching duties, and lack of involvement in decision-making as their main reasons for leaving. Other identified causes for leaving the profession were poor student discipline and/or motivation, lack of administrative support, and stress, boredom and burnout.

Profile of Teachers in the U.S.

The National Center for Education Information (NCEI) published the findings from another major survey that provided comparative data on teachers and other occupational groups with comparable education and training. The survey was conducted on a randomly drawn sample of approximately 1600 teachers currently teaching in public (1144) or private schools (448). The findings in this survey show that teachers are generally more satisfied with their jobs and in their personal lives than college graduates or people in general. In defining reasons for teaching, the teachers ranked money below an opportunity to work with their minds and indicated that training youngsters and recognition for accomplishment as important to them. They heavily favor basing pay on job performance as well as seniority, and they favor an entry level examination similar to the bar examination required of lawyers.

The Conditions and Resources of Teaching

Teachers' views on the organizational environment of schools were surveyed by Samuel Bacharach at Cornell University in a study done with the National Education Association. The 1800 teachers surveyed provide practitioners' views on the working conditions in schools as they relate to the principles of effective private sector organizations.

The four principles on which teachers were asked to rate their schools were: clear organizational goals and priorities; adequate resources to do the job; communication and cooperation among staff; and, involvement of all employees in decision-making. The teachers reported their schools as deficient in all four categories.

The Teacher Renaissance Initiative

The Education Commission of the States, under the leadership of Thomas Kean, Governor of New Jersey and Chairman of ECS, has undertaken a new initiative which focuses on bringing state policy makers and teachers together in conversations that focus on how policy actions can support teachers and professionals. The initiative provides more than a vehicle for teachers to express their views as it leverages the expertise of teachers in creating legislative context for good practice. ECS has developed a working paper which provides guidelines for state policy leaders who wish to host "Talks with Teachers" in their state. Those states which have participated or are planning to participate include New Jersey, Vermont, South Carolina, Indiana, Arizona, Maryland, Hawaii and Utah. As part of the Renaissance Initiative, ECS held a National Forum on Teachers in Washington, DC and for two and one-half days listened to teachers from the 50 states. A summary of their views is also available from ECS.

Teacher/Business Roundtables

The Committee for Economic Development, with the support of the Metropolitan Life Insurance Company Foundation, is sponsoring a series of teacher/business roundtables in several cities. The purpose of these meetings is to bring together practitioners and business people in each community to share points of view on improving education in their local system.

The efforts to involve practitioners represent a significant change and are an important factor in this stage of the Excellence Movement. Implementation of reform will require a professionalizing of teaching and all that implies for changes in the structure and management of schools. That cannot happen without practitioners taking responsibility for defining and implementing those changes. The Burger King/NASSP/CCSSO Symposium is a part of that process.

CAPTIVA PROGRAM

State of Education

The symposium began with an address on the State of Education by Denis P. Doyle, resident fellow in education at the American Enterprise Institute for Public Policy Research. Mr. Doyle, a nationally recognized authority in education policy, gave a historical context for assessing the current eduation reform movement. He then analyzed and evaluated the reform efforts to date, noting that a de facto federalism provided the opportunity for enhancing the states' role in education, and economic growth provided the motive. He added that the American business community has taken the initiative on the national level through the efforts of the Committee for Economic Development as well as the state and local levels in many places. Business people are also concerned with the relationship between quality public education and the ability of business to continue to be competitive in a changing, international, economic environment. Looking toward the future, Mr. Doyle noted nine timely issues to be considered as opportunities by those who concern themselves with the quality of America's public schools:

- Focus on first grade readiness
- Deal with score differentials between black and white students
- Provide choice and diversity in public education
- Consider the impact of immigration on the schools
- Restore the value of the high school diploma
- Restore the core curriculum
- Focus on character building
- Professionalize teaching
- Restore the hard work variable for students

Social, Economic and Demographic Trends

Harold Hodgkinson, senior fellow at the American Council on Education, updated the assembled educators on current and foreseeable trends in the country's demography, economy and social system. Dr. Hodgkinson emphasized the importance of these trends in defining the issues and problems that educators face on a daily basis. He noted, for example, that the diversity of the population resulting from ongoing immigration challenges the skill of teachers and principals. Changes in the economic structure caused by the shift from a manufacturing base to a service base make new demands on educators to prepare people for employment. Likewise, changes in the workforce, family structure, birth rate and moral codes all have powerful implications for the schools. Dr. Hodgkinson suggested that all these trends emphasize the need for better communication between sectors of society and between educators at all levels. The impact of Dr. Hodgkinson's presentation is enormously enhanced when one realizes that his was not a futurist's talk. All of the changes he described were real, in place, and of great significance.

Restructuring the Teaching Profession

There is now, as there has not been before, an opportunity to improve the quality of education and develop the teaching profession. Due to increasing school populations and the greying of the teacher force, over one million new teachers will need to be hired in the next decade. This fact presents educators with both a dilemma and an opportunity since it is extraordinarily difficult to raise standards and deal with shortages at the same time. However, if successful, the efforts will significantly change teaching and the quality of education in this country.

There is a consensus today that teaching must become a true profession if it is to attract highly qualified people who will be successful teachers. Both the Committee for Economic Development and the Carnegie Forum on Education and the Economy have focused on the professionalization of teaching. The report of the Carnegie Task Force on Teaching as a Profession issued in May, 1986 has dramatically framed the link between the ability to improve the quality of education in the public schools and the development of the teaching profession. Among their recommendations is a call for a bold restructuring of teaching which would establish differentiated roles and responsibilities for teachers of varied experience, skill and training who would be supported by a variety of assistant personnel and technology.

At the heart of the recommendations is the establishment of a professionally controlled National Standards Board which would certify teachers as meeting the standards established for professional practice. These standards would be based on the discrete body of knowledge which distinguishes teaching as a profession and includes substantive, practical and theoretical knowledge and skills which can be applied to a given situation and used for making decisions. The codification of this body of knowledge can be used to reshape professional education, and create standards for entry into the profession and for professional practice.

Along with preparing future teachers to assume the responsibilities which come with professional practice, the structure in which professional teaching can take place must be provided. Professional teachers are not likely to remain in teaching if they are in fact constrained by bureaucratic requirements from practicing their profession. The reality of that is reinforced in the finding of a recent study by the Rand Corporation. Researchers found that 45% of teachers in that study identified the continued deprofessionalization of teaching as the one factor, even more important than salaries, which would drive good teachers out.

Linda Darling-Hammond, Director of the Education and Human Resources Program at Rand Corporation, presented the issues involved in restructuring the teaching profession. Dr. Darling-Hammond noted that reform in the 1970s envisioned teaching as bureaucratic work, not requiring a great deal of flexibility or creativity. A study conducted at Rand revealed that teacher practice in response to policies which prescribed practices and outcomes was considerably changed. Teachers spend less time on untested subjects, used less writing in their classrooms, lectured more than discussed in order to cover prescribed material, and often felt that much of the material being prescribed for use was educationally unsound.

Dr. Darling-Hammond noted that these reported changes in teaching practice coincided with the decline in students' abilities to read and write analytically, use

problem solving skills and understand the concepts of science or math. Dr. Darling-Hammond proposed that this bureaucratic accountability needs to be replaced with a professional accountability based on the adequate preparation of teachers who can assume the responsibilities of professional practice. Dr. Darling-Hammond warned, "...Standardized practice is in essence malpractice, unless we can prepare teachers to responsibly exercise professional judgment and convince the public that this is the case...we have little hope of improving education."

Dr. Darling-Hammond went on to suggest that developing professional standards of practice would require several difficult changes. It will mean more rigorous teacher education at the graduate level. It will mean intensively supervised inductions for new teachers, and the development of new tests for certification, and procedures for evaluation which appreciate the complexity of professional practice.

Dr. Darling-Hammond closed by noting that the kind of discourse and inquiry taking place at Captiva was itself another prerequisite for developing a profession of teaching.

Education and the Press

A panel which included Gene Maeroff, Education Writer for the *New York Times;* Lew Armistead, Director of Public Information, NASSP; Gloria Lauderback, Principal and Press Consultant; and moderated by Denis Doyle addressed the issue of the press and its role and impact on education. Few educators realize that the vast majority of adults in America do not have children in the schools, and learn most of what they know about the schools from the media, principally television and the press. This, coupled with the need for public funds to support education, puts a great burden of responsibility upon both press and educators: educators to ensure that the news and the substance upon which it is based are expressed in a way that is understood, and the press to support the kind of in-depth, sophisticated coverage of education that is modelled in the work of David Savage at the *Los Angeles Times* or Gene Maeroff at the *New York Times.* The panelists drew a clear distinction between public relations and news, human interest and in-depth reporting. They offered suggestions for ways both schools and the media might meet their obligations.

Obligations of the Press

> Schools are always the subject of human interest stories; the good news — winners, sports, scholarships, bands...and the bad news — fires, student violence, vandalism, low test scores, assaults on teachers....The press has an obligation to go beneath the surface to ask the really tough questions and tell the substantive stories so the public at large can be better informed about what we do as educators. (Denis Doyle)
>
> Do not expect your local newspaper to be your public relations program for you....The news media has an important watchdog role. (Lew Armistead)
>
> ...you have a right to fairness, impartiality, and accuracy. (Gene Maeroff)

We don't have similar goals....It's not the job of the media to be supportive of what you're doing anymore than it's the job of the media to make Boeing look good....When the media become cheerleaders their credibility is diminished. (Gene Maeroff)

Obligations of Educators

Most of us have gone by the philosophy that no news is good news....Can you imagine a business or corporation that proceeded in that way with their business? (Gloria Lauderback)

If you are being interviewed, avoid educational jargon. (Gloria Lauderback)

...be aggressive with reporters, be assertive...take the initiative....Make sure you know the quality programs in your school. (Lew Armistead)

...credibility is really important. (Lew Armistead)

There's an obligation to be accessible and be open and not to be secretive and not to be withholding. (Gene Maeroff)

How to Communicate Better

...get to know your local reporter. (Lew Armistead)

Think more than newspapers...if you have something visual call the TV news director....A real potential bonanza is radio. (Lew Armistead)

Fill out a news tip sheet when you've got a good news story in your school and drop it off at your local newspaper. (Gloria Lauderback)

Business and the Schools

The increasing role of the business community in education reform was addressed by several speakers and was the subject of small group discussions. Denis Doyle noted that business involvement in education has a long history in this country and that business paid half the salary of Horace Mann himself. More recently, in the earlier decades of this century, the influence of the business community has been felt in the schools through their continued support of vocational education, their participation on local school boards and their profound influence in shaping the organization and management of schools according to the models refined by such organizational designers as Frederick Taylor. But a great deal has changed in schools as well as in business and in the economy which has resulted in dramatic changes in both the interest of the business community in the quality of education as well as in what they have to offer the public schools.

Denis Doyle noted that the business community has played a major role in initiating the current education excellence movement. Shifts in the economic base from manufacturing to services, increasing international competition and the impact of technology on work and the work place are prime motivators in business' concern for how well young people are being educated. An enlightened self-interest drives the business community in its concern for quality in the public schools. Thus motivated the business community has a great deal to offer.

One major contribution made by business, through the Committee for Economic Development study, *Investing in Our Children*, was to draw attention to attributes and attitudes which are a part of the invisible curriculum in school. The value of one's effort, the importance of punctuality, pride in good work, the ability to work cooperatively as well as competitively are all a part of this invisible curriculum. Additionally, the business community has drawn attention to the importance of developing critical thinking skills and problem solving ability in all students, pointing out that these skills are needed in all types of employment.

Another contribution has been in the area of organizational environment and management. Well run businesses have learned organizations must be structured and managed in ways to support and motivate people; that participatory management and decision-making are effective ways to improve productivity; that clearly defined goals and good communications are essential for organizations to be effective. These lessons from business were the message delivered by Matt Guilfoyle, Director of Field Marketing at Delta Corporation, and Don Beveridge, Management Consultant and President of D.W. Beveridge & Associates.

In his discussion of public/private partnerships, P. Michael Timpane, President of Teachers College, noted some trends in business involvement in the schools. He identified three shifts taking place. Where business had formerly concerned itself with vocational education as preparation for the work place and emphasized skills training, business is now concerned with the development of basic skills, a broad liberal education and developing a student's capacity for life-long learning.

The second shift is from programmatic involvement, i.e., participation in career awareness or adopt-a-school programs, to policy involvement. Business is beginning to become involved with financing, curriculum, and professional issues in education. Corporations are beginning to play advocacy roles for the public schools ensuring adequate support and structure to do the job they are mandated to do. Education's lack of a constituency (over 70% of adults in this country do not have children in school) and lack of confidence in a period of declining productivity has created the need for and a receptivity to a new coalition in which business is playing a leadership role.

The third shift is from participation on the local level to participation on the state and national level. Business people are now serving on literally hundreds of state commissions and are initiating major education reform movements in such states as California, Minnesota and Washington. Timpane noted that it is not clear how long business will retain interest but for the time there is a "willing suspension of disbelief" but support is on a *quid pro quo* basis.

Assessing Reform: Where Are We Now? Where Are We Going?

Formal presentations were concluded with an address by William Bennett, Secretary of Education, in which he assessed the education reform to date and identified several key areas in which challenging opportunities remain.

In looking back over the last three years, Secretary Bennett noted that teachers' salaries were improving and the issues of teacher education and certification were being addressed through programs that were experimenting with career ladders and alternative certification standards.

In looking toward the future, the Secretary noted the need for accountability and valid assessment, and the need to avoid deadening uniformity in the process. Secretary Bennett also stressed the need for a common culture and the need for diversity in the curriculum. And finally, he pointed out that the need for high standards must be reconciled with the need for more flexibility and mobility for teachers and administrators.

In closing, Secretary Bennett pointed to the apparent success of magnet schools as an indicator of the desirability and benefit of more choice in the running of effective schools.

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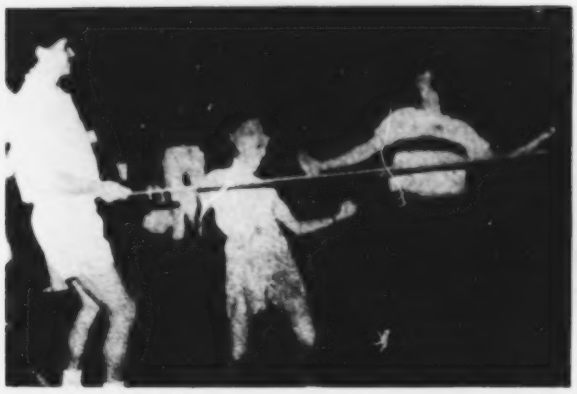

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RESPONSE FROM CAPTIVA EDUCATORS

Who Were the Exemplary Educators?

During the Captiva symposium, all the educators were asked to answer a survey designed to "...identify the common characteristics, if any," that exist among principals and teachers who have been chosen as outstanding representatives of their professions. The responses were analyzed by the Gannett News Service, and later printed in *USA Today*. What follows is a demographic profile of the educators who attended as well as a brief look at their views on policy questions of import. In a second survey conducted by Burger King Corporation after the conference, the Captiva teachers and principals were given an additional opportunity to express their views and make special contributions as practitioners. A detailed presentation and analysis of those results begin on page 17.

Level and Subject

Of the 39 teachers who completed the Gannett questionnaire, 64% indicated that they worked in secondary schools, 18% identified themselves as elementary school teachers, and the remaining 18% indicated that they worked in schools which housed both elementary and secondary students. For those in this final category, it was not possible to determine at which level they taught.

Almost all subject areas were represented by these teachers with 25% involved in language instruction (English, foreign, and English as a second language), 28% in math and science, and the remainder scattered throughout the other curricular areas.

All of the 41 principals who responded administer buildings at the secondary school level with an average pupil-to-teacher ratio of 16.3:1. Of the principals, 29% are at middle or junior high schools, 8% are in buildings with 7-12 programs, and 63% are high school principals.

The Communities

The teachers and the principals come from urban, rural and suburban areas of the country. Of the teachers, only 13% teach in urban settings while 25% of the principals were from the city. Almost half of the teachers and about 40% of the principals described their schools as being located in the suburbs. The number of educators from rural communities almost equalled those from the suburbs with approximately 38% of the teachers and 34% of the principals from this third group.

Experience

The teacher respondents were not asked to indicate how long they had been in education. However, as a surrogate for these missing data, it seems plausible to use the salary information that was provided, since in most places salary increments are tied to longevity. Almost 60% of the teachers indicated that their salary range was higher than the national average of $20,000-23,582. Of the other sixteen respondents, only 18% indicated that their salaries were below the national average. From these

indicators, the teachers at Captiva appear to represent a more experienced group than those in the nation at large.

As a group, the principals also have had many years of service. Each has been a principal at his/her present school for almost eleven years, and 56% of the principals have also served in the same capacity in other schools for an average of 7.6 years at each of the other sites. All of the participating principals were also once teachers with an average of 7.2 years in the classroom. Thus, it is clear that the educators who attended the Captiva symposim have had a significant amount of "time-on-task."

The Work Day

Some believe that "Teachers have the life: in at nine, out at three, with 14 weeks of vacation each year!" Those who teach are not quite in agreement with this view. The teachers at Captiva reported that they spend, on average, 5½ hours each day working with students, 1½ hours on planning and preparation, almost another hour on non-instructional chores, and less than one hour during their work day for personal time, including lunch. From this description, it is not surprising that a vast majority of these teachers reported that they would like more preparation time and fewer non-instructional chores. Further, when queried about their most difficult problem on the job, the most frequently mentioned category was time management.

The issue of time was reemphasized by these teachers in their discussions of instructional techniques. John Goodlad (1983) and Ernest Boyer (1983) reported that much of the instruction in American high schools is in the form of teacher-lecture. Goodlad and Boyer described classrooms in which there is little student participation and little interaction between the teachers and individual students. The teachers at Captiva reported that one of their least enjoyable teaching activities was full-class lecturing, and that they considered this method to be one of the least effective approaches to instruction. In contrast, they rated "working with small groups" their most preferred and the most effective kind of classroom instruction.

"Time" was also cited by the principals as a considerable constraint in their work day. While the principals reported that they are eager to maintain high levels of visibility in their schools, and that they are most concerned about visiting classrooms and evaluating instruction, almost one-third of these principals reported that record keeping and other paperwork occupy the largest percentage of their days. This contradiction makes it somewhat easier to understand why it is so difficult for many principals to be effective leaders, master teachers, and efficient managers simultaneously.

The Parent Connection

The teachers and principals at Captiva were clear in their recognition of the importance of home-school connections. While almost 70% of the teachers reported that school policy requires them to have regular conferences with parents, an overwhelming 92% indicated that they initiate non-required conferences as well. Further, more than 70% of the teachers encourage parents to perform volunteer work at their schools, and almost 54% report that they visit their students' homes. However, the data collected reveal that teachers do not contact parents in order to give

negative feedback regarding student misbehavior; only one teacher indicated that she frequently calls parents as a result of disciplinary problems in the classroom, 77% said that they only occasionally call home for this reason, and 20% said that they *never* use this approach. In general, the teachers report that they are unlikely to take severe disciplinary actions in their classrooms. In fact, from these self-report data, use of an oral reprimand was the only disciplinary action often applied.

The principals in this sample reported very different responses with regard to student conduct. More than 82% of these principals indicated that parents are often called when their children behave inappropriately in school. Further, almost 1/3 reported that they considered the discipline in their schools to be "rigid" as compared with the 60% who described their schools as having "moderate" discipline. Almost all of the principals reported that their schools have rules governing student behavior in the halls, in the lunch room, and on the school grounds. In addition to coming from different home schools, the differences reported by the teachers and the principals may be partially explained by their distinct perspectives: the teachers, at all times, were being asked to describe their own personal actions while the principals were often speaking for their schools in general.

Views on Professionalizing Teaching

As described in the preceding profile, the educators assembled at Captiva are both alike and different from the community of public school educators nationwide. Thus, their responses to a series of policy questions are not necessarily representative of the whole nor generalizable to the way other teachers and principals would describe these same issues. The views presented below reflect the aggregate beliefs of the educators who attended the conference and responded to the survey: the reader should be cautioned about making any more widespread interpretation of these data.

The Impending Teacher Shortage

More than 4/5 of the educators (82.5%) provided suggestions for ways to attract more qualified people into the teaching profession. As indicated in Table 1, p. 27, their suggestions are supported by the findings in Dan Lortie's seminal work, *Schoolteacher: A Sociological Perspective* (1975), and by the 1986 replication of that study by Kottkamp, *et al.* Further, the 1985 *Met Life Survey of the American Teacher* and the just recently issued Carnegie report, *A Nation Prepared: Teachers for the 21st Century,* confirm that the educators at Captiva have a keen understanding of why the profession faces serious shortfalls of qualified personnel. It is important to note that among those teachers who offered suggestions, only 14% limited themselves to offering the "one best way." In contrast, almost 81% of those who responded believe that a number of approaches need to be tried simultaneously to improve the pool of interested and qualified new teachers.

Dan Lortie (1975) described teaching as offering three kinds of career and work rewards: those which he described as "extrinsic," those which are "intrinsic or psy-

chic," and those which are "ancillary," the objective characteristics of the work which may be perceived as rewards by some, e.g., a schedule which allows working female teachers to be home for their own children after school. In order to make teaching a more attractive career option, the Captiva educators believe that attention must first be paid to the present deficiencies in the rewards offered to teachers. As shown in Table 1, p. 27, the two most frequently cited suggestions were to improve the extrinsic rewards available to teachers: salary increases and increased prestige for the profession. Although teachers may feel that the intrinsic rewards associated with teaching are the most important to them, they suggest that changing the extrinsic reward structure is the more immediate way to attract qualified people.

The provision of additional psychic rewards and recognition was the fourth most frequently made suggestion. The Captiva educators believe that more needs to be done by both the public and private sectors to make teachers feel good about themselves and about their accomplishments. Similarly, the Carnegie report (1986) suggested that "what is wanted is a system that does not have to depend so heavily on altruism, one that provides more rewards for superior performance, and where there are equal consequences for failure." This suggestion should not be interpreted as another call for merit pay. Neither the Carnegie Commission nor the Captiva educators are interested in seeing the reintroduction or expansion of this system of reward. Rather, both of these groups understand the need for recognition which is not necessarily financial or awarded to some at the expense of others.

The third most frequent suggestion offered by these practitioners probably reflects, more than any of the others, their specialness as exemplary educators and their accompanying feelings of self-worth. They believe that it is most important for teachers to serve as role models for the profession. They believe that students are most clearly influenced by what they see; thus, teachers who are proud of themselves and of the work they do are the best advertisement for the worth of the teaching profession and demonstrate the satisfaction that teaching brings. According to many of the educators at Captiva, teachers must market their profession continuously—all must be made to see the importance of their participation in this effort.

The following provides a fitting summary for the remarks just made. It was offered by one of the educators at the conference: *"... The general public seems eager to believe detrimental things about public schools. Until those who are teaching now once again respect themselves, and until the teaching profession is once again esteemed by John Q. Public, talented people will continue to embrace professions that not only reward them monetarily, but also afford them respect."*

Teacher Preparation Programs

Teacher education programs have recently received much attention and few kudos. The Holmes Group, a committee of 28 education deans, has issued recommendations regarding the complete overhaul of teacher education nationwide. Likewise, the Carnegie Commission on Education and the Economy has suggested that the teaching profession define and codify a discrete body of knowledge which will be the *sine qua non* for teacher certification.

During the conference at Captiva, Dr. Linda Darling-Hammond addressed some of the ways in which the pre-service and in-service education of teachers can contribute toward making the position of teacher more like that of other professionals. As indicated elsewhere in this report, the imposition of bureaucratic decisions upon teachers increases their feelings of powerlessness and decreases their sense of being in control of their work lives. However, if teachers are to become part of the decision-making process at their schools, if they are to be empowered with the rights and responsibilities of restructuring life in their classrooms, if they are to be given the opportunity to participate in the present reform movement, then they must first receive training which is appropriate to the tasks.

According to the educators at Captiva, *current teacher education programs do not provide the requisite experiences, the necessary coursework, or the most appropriate professors, to train prospective teachers for a changing role. Without serious revisions in how teachers are educated, those who soon enter the profession will find themselves ill-prepared to deal with their new spheres of influence and their newly won autonomy.* (Table 2, p. 27, A Definition of the Major Elements of a Good Teacher Education Program).

Appropriate coursework

A substantial majority of the Captiva educators (or 65%) reported that the courses required in teacher education programs are not appropriate to a teacher's needs. Although the suggestions for change were varied and sometimes contradictory (there are those who believed that coursework needs to be more "practical" with an inclusion of the most meaningful "tricks of the trade," while others suggested that less emphasis should be placed on teaching methodology, and more attention given to an understanding of how students learn and grow), there was little doubt that practitioners are dissatisfied with the way that they and those currently entering the profession were prepared. They insist that for meaningful change to occur, practitioners must be included in the redesign efforts.

A long and demanding student teaching experience

Is teaching a science or an art? Regardless of their position, 56% of the educators at Captiva described the essential nature of the student teaching experience and decried its current form. These practitioners suggested that in order for teachers to be prepared for the exigencies of the job, they need to have considerably more practical experience and exposure to real-life classrooms and problems. They suggest that a careful and critical review of current practice would show that more rigorous, hands-on, pre-service training would help to improve future teacher success. Given that a majority of teachers who leave the profession do so in their first five years (*Met Life Survey of Former Teachers, 1985*), this revolving door syndrome may be short-circuited by a program which provides for more actual pre-service experience in the classroom.

Tougher standards?

Fewer than one-fifth of those surveyed (17.5%) believe that the quality of teacher education would be improved by establishing more rigorous standards for admission to these programs. Although there has been much recent attention given to the low standardized test scores of those who are entering our schools of education, not many of the educators at Captiva were interested in making it more difficult for prospective teachers to enter; instead, they seem more eager to make weighty demands upon those who are accepted. Unlike other professional groups (doctors, lawyers) these educators believe that exclusionary admission standards at a time of decreased supply will exacerbate current and future expected shortages. They seem to be more interested in improving the profession through the creation of teacher education programs that are more rigorous and purposeful, rather than by the elimination of a pool of potentially interested candidates.

Teacher education programs are poised for change. We need to listen to those in the profession who have benefited from the preparation that they received, as well as to those who report that their own training was less than adequate. We can no longer afford to ignore what they have to say.

Educators Report What Works

When asked to describe those policies and practices which support or impede effectiveness, one teacher forthrightly commented, "School policies and practices have never kept me from being an effective teacher.*If they threatened to, I protested; if protesting wasn't effective, I circumvented"* (emphasis added).

Unlike the approach offered by this teacher, most of us who work in organizations bound by bureaucratic rules and regulations find that we can not always circumvent that which we don't support. We often must accept those policies which are imposed upon us by federal, state or local legislative bodies, many of which are unaware of the far-reaching, long-term effects of their mandates. About 30% of the educators at Captiva (Table 4, p. 28) report that teacher exclusion from decision-making is antithetical to improving the teaching and learning at the school site. Among those who listed "effective leadership" as one of the most important policies needed to make schools successful (57.1%, Table 3), many cited the need for teachers to be part of a team effort toward this goal. The vast literature on participatory management, as well as the more recent outpouring on corporate excellence (see Levine, 1984) clearly point to the advantages of extending policy-making beyond the principal's door. Similarly, principals report that they would like to be more systematically included in the decisions emanating from the Central Office.

Participation, however, has its price; people who participate in the process will be held accountable for success or failure.

Issues relating to "supervision" were most frequently mentioned as affecting the quality of life in school (by 65.3% of the respondents). According to the teachers and principals, appropriate supervision includes minimizing classroom interruptions, allowing staff to unburden themselves in a "safe" environment, decreasing teacher isolation, the provision of support and encouragement for creative practice, and the need for supervisors (in the building and in the Central Office) who have up-to-date

knowledge, who have kept abreast of new methods, and who are able to secure the necessary funding, equipment and supplies to facilitate the learning process.

The educators at Captiva most often cited as "bad" those practices which get in the way of student learning. As Lortie described years ago (1975), and reiterated in a more recent effort (1986), teachers are most concerned about being effective with students, about feeling as though their students have learned. Those policies which prevent teachers from being effective, such as teacher work overload (too many preparations, too little professional development time, too little time for THINKING), the piling on of non-instructional chores, (paperwork, hall patrol, and the like), lay interference, lack of parent involvement, and contractual stipulations, were those most often cited by the educators at Captiva (see Table 4).

In contrast, practices which are considered to be supportive of learning, such as clearly defined school goals, planning and decision-making at the local school site (which include teachers in the process), rewards and recognition for all, adequate funding, supplies, and equipment, as well as the previously mentioned broad categories of appropriate and supportive supervision and effective leadership, were cited by these educators and confirmed in other research (Cornbleth, 1986; Darling-Hammond, 1985; Goodlad, 1983; Kottkamp, et al., 1986; Levine, 1984; Rosenholtz, 1985; Sizer, 1984). Once again, we must underscore that the views of practitioners need to be heard; more important still, is that they need to be listened to as well!

Teacher Mentors and Interns

According to Dan Lortie (1975), Susan Rosenholtz (1985), and others, teachers spend little time collaborating with their colleagues. At the same time, the kind of teaching that actually occurs in classrooms is often driven by the individual teacher's own personal style which has been honed over time, rather than by that which was once learned in teacher education courses taken years ago (Cornbleth, 1986). This may be why it has been found that teachers are not likely to change from year to year, and why they are often criticized for being impervious to shifts in the "real world." With these thoughts in mind, we asked the educators at Captiva to speculate on the benefits and pitfalls of teacher internships and mentoring programs.

In general, the educators were much more able to describe the benefits which would accrue to the interns, rather than the opportunities which such involvement would offer to the mentor teachers. Almost three-quarters of those surveyed (74.6%) indicated that teacher interships were positive. They remarked on the value and wisdom of experience (47.6%); they spoke of how the internship could relieve some of the performance pressures faced by new teachers (14.3%), of how this vehicle would provide new teachers with additional chances to visit and learn from many veteran teachers, and of how a supportive network is so critical to the start of a professional life in which there is considerable isolation (6.3%). Almost 43% of the educators were able to cite at least two or more benefits associated with internships. The major pitfall reported by about 30% of the educators was that the plan would require additional funding, and about 22% reported that there may not be enough trained teachers to serve as mentors.

Support for teacher internships most clearly reflects these educators' desire for

more collegial activities. Although those at Captiva were not specifically asked to comment on the importance of collaboration, the answers to this question as well as to those regarding school-business pairings (see page 8), indicate a real desire for greater sharing. It is likely that the remarkable amount of stress reported by teachers who have left the profession (*Met Life Survey of Former Teachers,* 1985) can partially be traced to the fact that some led lives of desperate isolation in their schools. It is somewhat ironic that those who chose to work in a "helping profession" were the very ones to be cut off from the kind of personal help and support that *they* needed.

A little more than 65% of the educators reported that teacher mentor programs are positive. In contrast to the many benefits proposed for the interns involved, few of those surveyed described potential benefits that would accrue to the mentor teacher. Only a few stated that mentoring might provide for possible salary increments, might be a source of teacher recognition, could create a viable career ladder, might serve as an inspiration for teacher excellence, or might improve staff development at the building site.

A possible explanation for this limited response may be that experienced educators are so accustomed to working in isolation that they are less able to see the benefits that collegiality might accrue to them. In the current wave of reform, as teachers are provided with greater autonomy, more responsibility for their programs, and more accountability for their results, the enormity of the proposed shifts on those who are already in place must not be ignored. Teachers have spent a long time in isolation; they need to learn how to be collegial, they need to be trained in the subtleties of team management, they need to buy into the notion of ownership. All need to be mindful of how difficult it is to change the culture of the schools.

Views on Business Involvement in the Schools

In order to discover the perceptions of the educators at Captiva regarding public/private interactions, they were asked about the extent of their personal involvement, the kinds of activities that presently exist in their district, and their general perspectives on the value of school-business involvements. Further, they were asked to speculate on ways in which career planning programs might be improved through collaboration.

Both teachers and principals were supportive of the concept of public/private interactions. Their definition of these relationships, however, continued to be limited to the traditional forms of involvement. The educators at Captiva reported that most of the activities focus on improving the school-to-work transition for students. They spoke about the value of work/study experiences, the importance of exchanging information with business representatives regarding job availability and skill requirements, and the impact of bringing the "real world" into American classrooms.

Their description is almost entirely in terms of programmatic activity. The educators at Captiva did not describe any more far-reaching public/private interactions: they appear to be unaware of what they are and of their potential for school improvement. Although many of these educators stressed that increased communication and less distancing between the public schools and the business community would be both

welcomed and worthwhile, they were not able to describe this type of activity in their schools. And so, many seem to be proceeding with "business as usual."

Personal Involvement

Today, the range of corporate activity in public education is considerably greater than in years past (Timpane, 1982): corporate volunteers serve in schools as mentors, role models, and tutors; the quantity of business donated equipment has grown so large that much of it is now being funneled through a national clearinghouse; executives in some towns and cities are loaned to schools to share their managerial expertise; and cash donations in significant amounts are reaching precollegiate institutions (Ranbom, 1984). Although descriptions of ongoing school-business partnerships fill the pages of many books, grace the covers of glossy magazines, and reach even those who only watch the nightly news, only 14.3% of the teachers and principals responding to the Captiva survey indicated that they were presently participants in such interactions. Although few were actually involved, over 58% of these same educators believed that school-business interactions were good for the people and places in which they exist.

One implication from this finding is that, for the most part, educators may not be participating in public/private activities because they are unaware of the range of possibilities, ways to approach the private sector, or where the resources exist. When asked to describe the activities now in place in their school districts, almost all of the Captiva educators continued to point to the traditional curricular involvement which the business community has always had with public schools (see below). An explicit effort needs to be undertaken to educate teachers and principals as well as members of the private sector to the new forms of collaboration. This finding is supported by other, more extensive research, which included a random sample of school districts throughout the country; in that work, Trachtman (1985) also discovered that few teachers nationwide are participating in school-business interactions.

Types of Activities

According to the educators at Captiva, the present involvement of the private sector in the public schools does not differ greatly from the traditional forms that it has always taken (i.e., cooperative education, career days, field trips, Junior Achievement). This finding confirms the research reported in two other nationwide surveys, one undertaken by Trachtman (1985) and another directed by the United States Department of Education (1984). Two fairly recent and nontraditional developments, adopt-a-school programs and local education foundations, were barely mentioned by Captiva educators, with only five respondents reporting on the existence of the former, and none on the latter.

From the data offered by these teachers and principals, business seems to be continuing to play its historical role. There needs to be better dissemination about newer, less traditional roles for business involvement with schools. However, even within the limited range of activities cited by the Captiva educators, positive outcomes were reported. They felt, for example, that the involvement of the business community

has both expanded the knowledge base of students regarding career opportunities and has provided many students with actual hands-on job experiences. These benefits seem to be directly associated with student internships and cooperative education programs (reported by 11.1% of the educators), and programmatic interactions, such as career assembly programs, classroom speakers, field trips (28.6%), Junior Achievement programs (4.8%), and adopt-a-school pairings (7.9%). Seventeen and one-half percent of the respondents also mentioned donations of equipment, cash, and other similar kinds of resource sharing by the private sector.

The Benefits

The need for more money is not the major motivation for partnerships with business. Only 9.5% of the Captiva educators described the provision of funds as an appropriate and desirable role for the business community. This opinion is apparently shared by the private sector. As discussed by Levine (1984) and confirmed in a survey of major corporations, the business community believes that it is the responsibility of the federal, state and local governments to finance education, and that the government needs to spend more, not less, on public schools (Shakeshaft & Trachtman, 1985).

About 58% of the educators at Captiva believe that school-business collaborations can expand the learning opportunities for their students, decrease the isolation of the school in the community, and establish a level of understanding and communication between the public and private sectors that has not existed to date.

These educators report that the participation of the business community in the school provides students with "real world" experiences and "real life" people. One teacher wrote about the greater sense of "relevance" provided by people who are working at jobs in which students are interested. "When a business person tells kids that they won't get hired if they lack certain skills, the kids listen more carefully."

Thirty-three percent of the Captiva educators want to see programmatic participation from the business community as classroom speakers and resource and information providers. At the same time, the private sector role that received the most support (36.5% of the respondents, 29.6% of whom were teachers, and 40.7% were principals) was that it communicate more with the schools and become more involved in helping school personnel design programs that will ensure that high school graduates are better prepared to make the transition from school to work.

Many of the responses to this survey were similar to the "group report" presented during the Captiva symposium by Mr. Joseph Delaney, a principal from South Carolina. Mr. Delaney reported that all of the work groups had considered business-school partnerships to be mutually beneficial relationships. Several of the groups had suggested that, like Burger King Corporation, others in the private sector could participate in reward and recognition programs for teachers and schools and could make available to schools their special expertise in the areas of finance, management and computer technology.

Those who have described "big city involvements" (CED, 1985; Mann, 1984) report that the decision by the business community to support education at a policy level is one of the desirable outcomes of public/private interactions. During the symposium, Mr. Delaney mentioned that "...[we] should cultivate the relationship of business and

industry for legislative influence." In contrast, only 4.8% of the educators surveyed at Captiva suggested that one role for the business community is to provide this form of support for education.

One explanation for this difference in perspective may be that these educators believe that the business community and other "outsiders" lack sufficient knowledge about education to effectively participate in the policy arena. They imply that one way to learn more about schools is through programmatic activities at the local level. Further, there was anecdotal evidence to support the belief that some of the Captiva educators seek the involvement of the business sector to decrease their own sense of isolation and loneliness. The presence of outside adults in their lives may go a long way toward making "...those of us in the field [less] discouraged and alone out there."

Liabilities

It seems significant to note that 47.6% of the respondents did not cite any real or potential liabilities from the participation of the private sector in public schools. Only 4.8% of these educators believed that there was no role for the business community in education. Among those who reported on potential negative outcomes, 14.1% of the teachers and principals expressed a concern that the business community might attempt to gain curricular control or redirect the mission of education once they enter into partnerships. It is unclear from the data, however, whether this concern has ever become reality for those responding.

Career Planning Strategies

The final policy question concerned what educators and employers can do to improve career planning for young people. Since almost 70% of the respondents were able to offer specific advice in this area, this issue was deemed to be of considerable importance to those surveyed.

Once again, the strategy most frequently offered (by 31.7% of the respondents) was to increase communication between the public and private sectors. Included in this category were a myriad of activities which would bring school and business people into closer contract: joint advisory committees for the development of curricula; business presentations to small groups of students in their classrooms with the participation of the teachers as well; career guidance courses jointly designed; collaborative teaching ventures between business personnel and school people; and the creation of an aptitude and interest inventory to better counsel students in their career choices.

In addition to these suggestions, the three other strategies frequently cited were for more cooperative education programs (14.3%), more student internships (7.9%), and more assembly programs (25.4%). Although this final category received considerable support, many of the respondents noted that the information provided during assembly programs needed to be part of an overall career planning strategy and not offered in isolation.

A NEW COMPACT WITH EDUCATORS

Throughout the five days, teachers, principals, and invited speakers had the opportunity to talk, share points of view, argue and discuss issues of mutual concern. The views of the participants expressed in this report will be added to the growing base of practitioner perspectives upon which informed decisions may be made. It is our belief they will lead to real improvement in teaching and learning in America's classrooms.

Over one million new teachers will be needed before 1992. If the new generation of teachers are to be talented and knowledgeable professionals, the American public and body politic must negotiate what Michael Timpane called a new compact with American educators. If a new compact is to be forged, all participants must be actively involved. The Captiva Symposium was an opportunity to involve policy makers and practitioners together. There must also be a commitment on the part of the public and policy makers, as well as on the part of the profession, to support high standards.

The speakers and participants at this symposium all called for high standards. The practitioners particularly noted the important role the profession itself had to play in ensuring such high standards were maintained — through support of standards boards, peer review and evaluation. They must consider the question of how to make teaching a rewarding, attractive profession and, concurrently, how to make schools into institutions that support, encourage and reward professional behavior.

Reform of the teaching profession will more than likely require a restructuring of schools and changes in the way teachers are educated, credentialed, evaluated and compensated. Along with these major changes in the status and roles that teachers play, there will be complementary changes in the roles of principals. That teachers and administrators need to continue to be involved in defining these changes and in working toward their acceptance and implementation seems obvious. The Captiva Symposium was designed to involve these outstanding educators in sharing their practitioners' perspectives with education policy makers and researchers.

TABLE 1

Ways of Attracting More Qualified Applicants	Teachers & Principals n*	%
Increase salaries/improve benefits	45	71.4
Increase respect for the profession	35	55.6
Encourage high school students to enter profession	25	39.7
Provide psychic rewards and recognition	24	38.1
Improve working conditions	21	33.3
Restructure teacher education programs	14	22.2
Provide for alternative certification	10	15.9
Make education a priority	7	11.1
Provide for better supervision	7	11.1
Institute performance-based promotion and retention	5	7.9

*Multiple response categories

TABLE 2

Elements of a Good Teacher Education Program	Teachers & Principals n*	%
Appropriate coursework	41	65.1
Long and demanding student teaching experience	35	55.6
Adequate liberal arts education	21	33.3
Screening mechanism to weed out incompetents	13	20.6
Public school teachers as professors	13	20.6
Activities and courses which better relate theory and practice	12	19.0
Stiff admission requirements	11	17.5

*Multiple response categories

TABLE 3

Policies and Practices Which Support Good Teaching/Good Administration	Teachers & Principals n*	%
Appropriate and supportive supervision	41	65.1
Effective leadership	36	57.1
Bottoms-up approach	17	27.0
Rewards and recognition for all	15	23.8
Adequate funding, supplies, etc.	15	23.8
Clearly defined school goals	12	19.0
Recruitment of excellent teachers	3	4.8

*Multiple response categories

TABLE 4

Policies and Practices Which Impede Good Teaching/Good Administration	Teachers & Principals n*	%
Poor supervision/leadership	21	33.3
Non-instructional chores	20	31.7
Top-down mandates	19	30.2
Teacher exclusion from decision-making	19	30.2
Insufficient funding, materials, etc.	14	22.2
Rigidity	10	15.9
Lack of parent/home involvement	9	14.3
Teacher work overload	7	11.1
Contractual stipulations	6	9.5
Local board of education interference	6	9.5

*Multiple response categories

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